
2D

Action

Professional Services Committee

Proposed Guidelines for English Learner Staff Development for Career Technical Education Teachers and Holders of Service Credentials with a Special Class Authorization

Executive Summary: This action item presents the proposed Guidelines for Certificate of Staff Development Programs for Career Technical Education teachers and for holders of service credentials with a special class authorization, in accordance with the SB 1292 legislation (Chap. 752, Stats.2006).

Recommended Action: Staff recommends adoption of the guidelines.

Presenter: Jo Birdsell, Ed.D., Consultant, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Proposed Guidelines for English Learner Staff Development for Career Technical Education Teachers and Holders of Service Credentials with a Special Class Authorization

Introduction

This item presents for Commission review and adoption the proposed guidelines for Certificate of Staff Development Programs for Career Technical Education teachers and for holders of service credentials with a special class teaching authorization, in accordance with the SB 1292 legislation (Chap. 752, Stats. 2006).

Background

SB 1292 adds teachers with designated subjects teaching credentials (vocational/career technical education or special subjects) and holders of service credentials with a special class authorization to the list of those who are eligible to earn a Certificate of Completion of Staff Development through completion of the English learner staff development program option. In order to earn the authorization, the statute requires these credential holders to complete staff development in Specially Designed Academic Instruction Delivered in English (SDAIE) of not less than 45 hours, but does not allow the holders to earn the authorization for teaching English language development.

Three requirements were removed in the statute: completion of a bachelor's degree, passage of the basic skills requirements, and permanent status. In addition, there is no sunset date for holders of designated subjects and of services credentials with special class authorizations to earn the Certificate of Completion of Staff Development. The requirement to hold an appropriate prerequisite credential still remains.

The Commission, in consultation with the Superintendent of Public Instruction (SPI), is required pursuant to SB 1292 to establish guidelines for English learner staff development that are at least as rigorous as the guidelines established for SDAIE for multiple subject, single subject, and education specialist credential holders under the SB 395 guidelines. SB 1292 allows the Commission to review and approve new programs to offer the staff development under the revised guidelines. Teachers completing these approved programs would be awarded a Certificate of Completion of Staff Development in SDAIE and would be authorized to teach English learners.

Draft guidelines were presented to the Commission at the August 2007 meeting. That agenda item can be found at: <http://www.ctc.ca.gov/commission/agendas/2007-08/2007-08-7E.pdf>.

Several responses to the guidelines from stakeholders were received. These responses were made available to the SB 1292 work group members. A meeting of this group was held to

review the input and make changes. All of the changes the group decided to make were minor, and were designed to clarify the guidelines.

Next Steps

Upon adoption by the Commission, the guidelines will be made available via the Commission's website and will be communicated to the field through the Commission's e-news lists. Staff will consult with the field to determine the need for technical assistance for program sponsors and provide such assistance as needed.

Recommended Action

Staff recommends that the Commission adopt the proposed guidelines for programs of staff development for Career Technical Education teachers and for holders of service credentials with a special class authorization. The proposed guidelines are provided in Appendix A of this agenda item.

Staff wishes to thank the members of the 1292 panel. Their work and experience was instrumental in identifying and integrating the needs of career technical education teachers, holders of service credentials with a special class authorization, and English learners. The members of the panel are listed in Appendix B of this agenda item.

Appendix A

Guidelines For Programs Issuing Certificates of Completion of Staff Development for Career Technical Education Teachers and Holders of Service Credentials with a Special Class Authorization

**Guidelines of Quality and Effectiveness for Programs Leading to a Certificate of Completion of Staff Development for Career Technical Education Teachers and Holders of Service Credentials with Special Class Authorization
(Pursuant to Education Code 44253.11)**

Guideline 1: Program Design

Introduction

The purpose of this guideline is to ensure that participating teachers receive staff development training that has been designed to be comprehensive, coherent and well-planned, thereby preparing teachers to provide effective Specially Designed Academic Instruction Delivered in English (SDAIE) within a standards-based system. This guideline is also intended to ensure program quality by requiring appropriate evaluation of participating teachers' attained competence and of the quality of the program instruction itself.

Guideline

Each staff development program shall be designed and implemented according to a comprehensive, coherent and well-organized plan that includes goals, objectives, strategies, activities, instructional materials, assessment plans and program evaluation procedures that are well-defined and coordinated. The content of planned instruction shall focus on the classroom skills that define effective SDAIE teaching, always with the aim of providing English Learners with access to and mastery of the academic curriculum in the context of a state-adopted, standards-based system of assessment and instruction. In particular, each staff development program shall be designed to:

- A. Introduce participating teachers to the various elements that compose the standards-based system of instruction and assessment in California including the state-adopted content standards, related frameworks (Career Technical Education, English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts) and English Language Development (ELD) standards documents containing these, and related state-adopted or state-approved instructional materials and assessments.
 - 1. Programs shall make explicit connections between students' English language proficiency based on the ELD standards and students' ability to access and become proficient in the state-adopted content standards determined by the participating teachers' area of focus.
 - 2. Programs shall provide opportunities for participating teachers to plan and deliver lessons that are based on the assessed needs of students and aligned with the state-adopted content standards.
- B. Determine participating teachers' prior knowledge and experience in teaching, and adjust the relative emphasis and time spent on Guidelines 2 through 5 inclusive so as to reinforce, build upon and strengthen participating teachers' prior knowledge and teaching

competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the 45 hours provided for the staff development.

- C. Provide for an assessment plan that includes ongoing formative and summative assessments of each participant's knowledge and skills in the content set forth in the applicable Guidelines for the training option. The specific nature and characteristics of the assessment plan are set out in Guideline 2.
- D. Provide for evaluation of the quality and effectiveness of the staff development program itself. Such assessments shall be completed within the 45 hours provided for the staff development. This evaluation of the program shall include participating teachers' feedback on the appropriateness and usefulness of program content, the consistency of the program guidelines, the quality of the instruction itself and the effectiveness of procedures to provide monitoring, feedback and support.

Guideline 2: Participant Assessment Plan

Introduction

The purpose of this guideline is to ensure that the training program includes both formative and summative assessments of each participating teachers' professional knowledge and skills in the content of the 45-hour training segment. These assessments should be valid, that is, they should reflect the content of the training program. These assessments should be reliable, that is, they should be administered consistently and accurately by qualified individuals. This guideline ensures that program sponsors provide accurate feedback to each participating teacher during the program and that final determinations of each participant's knowledge and skills are based upon multiple measures of the competencies stated in the applicable Guidelines.

Guideline

The design of the training program shall include an assessment plan (Guideline 1) that assists participating teachers during the program by providing specific information about their progress gathered through periodic assessments; and that includes a final determination of participant competence on the professional knowledge and skills that are the content of the training program and are described in the participant competencies in Guidelines 3 through 5. The program design will indicate how participating teachers will demonstrate their understanding and mastery of the skills in Guidelines 3 through 5 with English Learners in a classroom.

The assessment plan will:

- A. Provide for the ongoing, formative assessment of each participating teachers' knowledge and skill development through the use of multiple measures that focus on knowledge of the content presented during the program, and demonstrations of abilities to implement the strategies and techniques presented during the program set forth in Guidelines 3 through 5, inclusive.
- B. Provide regular feedback and assistance to participating teachers by staff developers and peers, and provide opportunities for each participant to reflect on his or her own practice. Special assistance shall be provided to a participant when needed to ensure the successful acquisition of the knowledge and skills offered by the staff development program.
- C. Provide for a summative assessment using multiple measures of each participant's knowledge and skills in the content set forth in Guidelines 3 through 5, inclusive.
- D. In determining a recommendation for the certificate, programs review each participant's competence which shall include information gathered from the informal monitoring and evaluation during the program (both formative and summative assessments) as well as a general evaluation of each participant's professional learning of the content of the training segment at the end of the program.
- E. Describe the measures, i.e. methods or tasks, to be used for both formative and summative assessments. This description should include information on the relationship between each measure used and the training content, and on how the measure will be

rated or scored. The measures selected should be appropriate to the type of assessment information sought.

- F. Describe how those who will give the assessments and score them will assure that participating teachers are assessed accurately and consistently during the program, and on the final assessment.
- G. Describe the process used to determine final candidate competence, including provision of additional opportunities for candidates who are not successful.

Guideline 3: Foundational Knowledge

Introduction

The purpose of this guideline is to ensure that participating teachers are provided with the foundational knowledge they need to engage in the focused study that is called for subsequently in Guidelines 4 through 5. In Guidelines 4 through 5, participating teachers will link theory to specific instruction and assessment practices in the context of helping English Learners access and master a standards-based curriculum. The foundational knowledge called for in this guideline relates to background knowledge about English Learners and programs, theoretical knowledge of second language acquisition and literacy, and addressing issues of bias as barriers to teaching and learning.

Guideline

I. Instructional Content

Each staff development program shall provide participating teachers with instruction in the following foundation topics as they relate to improving students' acquisition and learning of English, and access and achievement in the academic curriculum:

- A. Definition, rationale and purpose of instruction in ELD and SDAIE and how they interrelate and work together to provide maximum and continuing language development and content learning opportunities for English Learners.
 - 1. ELD shall be defined as systematic instruction of English (Listening, Speaking, Reading and Writing) targeted to the English proficiency level of students whose primary language is other than English for the purpose of promoting the acquisition and learning of English and, thereby, enabling students to achieve proficiency on the English-Language Arts and other state-adopted Content Standards. The foundational knowledge of ELD shall include the definition, rationale and purpose of instruction.
 - 2. SDAIE shall be defined as a set of instructional strategies appropriate to the language proficiency level that provides access to content standards at the same academic level as provided to their Fluent-English Proficient (FEP) and English Only (EO) peers. It is instruction designed to make course-appropriate and rigorous curriculum content comprehensible to English Learners.
- B. Relevant state and federal laws pertaining to the education of English Learners, how the laws impact student placement in instructional programs and what the program options are, including English in the general education classroom, Structured English Immersion (SEI), and alternative programs (bilingual, two-way immersion). Participating teachers shall be introduced to their role in helping English Learners access and learn the curriculum.
- C. Description of current research findings and practices on the reading, writing and oral language development of English Learners:
 - 1. How primary and secondary languages are acquired and learned
 - 2. How first language literacy connects and transfers to second language development
 - 3. Relationship between oral language development, and reading and writing development
 - 4. The implications of language proficiency levels on reading and writing performance
 - 5. The process by which students learn to read with fluency and comprehension
 - 6. The role of purposeful reading and writing in promoting second language acquisition

7. The importance of focusing on the development of course-appropriate vocabulary and process language
 8. Different genres of speaking, reading and writing that students must acquire in order to succeed in all classrooms and industry.
- D. Cognitive, pedagogical and individual factors that affect English Learners' and how the interaction of these various factors may add strength or pose challenges to their academic performance, English language acquisition and school adjustment, such as:
1. Individual differences in language ability
 2. Interactions between the English learner's two languages during acquisition and use
 3. Background factors, including prior educational and literacy experiences and socioeconomic factors.
- E. Provide opportunities for participating teachers to:
1. Examine their stated beliefs, attitudes and expectations about diverse students and their families, schools and communities
 2. Recognize and minimize bias in the classroom
 3. Practice and utilize appropriate strategies that foster high achievement among students in all contexts, and create equitable classroom communities
 4. Ensure the physical, social, emotional and intellectual safety of all English Learners and their classmates.
- F. Historical and cultural traditions of the major cultural and ethnic groups in California society and how family, school and work cultures interact and affect learning. Each program shall provide a rationale for including cultural traditions, community values, and resources in the instructional program of the classroom to support student learning.

II. Participant Competence

- A. Participating teachers will be able to explain the definition, rationale and purposes of ELD and SDAIE and how they interrelate and support maximum language development and content learning opportunities for English Learners.
- B. Each participating teacher will demonstrate their understanding of significant student background factors that create the need for the use of SDAIE to skillfully help English Learners access and master content standards. Each participant shall demonstrate an understanding of his or her role in providing appropriate instruction to students.
- C. Participating teachers will demonstrate an understanding of crosscultural factors that affect student learning and use of related, appropriate practices that foster high achievement among all students.

Guideline 4: Planning and Delivering Appropriate Instruction Based on Assessment Data

Introduction

The purpose of this guideline is to teach participating teachers the key role of the content standards and standards-based assessment in planning instruction for English Learners.

Guideline

I. Instructional Content

Each staff development program shall:

- A. Emphasize that assessment aligned to major learning objectives forms the foundation for evaluation, planning and delivery of high-quality instruction. In doing so, each program shall emphasize:
 - 1. Links between informal assessment and formal evaluation, and ongoing instruction that is planned and revised based on evaluation results.
 - 2. The importance of using a variety of formal and informal assessments at strategic points before, during and after standards-based instruction to ensure mastery of content.
- B. Explain the purpose of the California English Language Development Test (CELDT) . Define the proficiency levels (beginning, early intermediate, intermediate, early advanced, and advanced) and the four domains of language (listening, speaking, reading and writing).
- C. Teach that quality assessment methods include a variety of ongoing monitoring strategies that allow students to demonstrate understanding and knowledge in a variety of verbal and nonverbal ways. Assessments should reinforce modes of communication that will be used on standardized tests, including state and industry licensure.
- D. Teach participants strategies on how to provide specific, constructive feedback regarding students' oral and written work.

II. Participant Competence

Participating teachers shall demonstrate:

- A. Knowledge of the ongoing cycle of assessment, evaluation and instruction as it relates to English Learners.
- B. Ability to plan and modify instruction based on both formal and informal assessed needs of students.
- C. Knowledge of the purposes, content and uses of California's English Language Development Standards and the CELDT.

Guideline 5: SDAIE Methods

Introduction

The purpose of this guideline is to prepare participating teachers to understand, select, modify and use a variety of systematic instructional strategies to make content comprehensible to English Learners.

Guideline

Each staff development program shall:

- A. Include a series of opportunities for participating teachers to understand and practice appropriate use of planned, systematic instructional practices that make content comprehensible to English Learners and promote English language development.
- B. Provide participating teachers with an understanding of how pedagogical theory, principles and practices that promote proficiency in the content are influenced by classroom organization and instruction in methods of SDAIE.
- C. Provide guidance to participating teachers on when and how to use primary language support,
- D. Provide guidance to participating teachers on how and when to enlist help from specialists and paraprofessionals.
- E. Teach, model and demonstrate instructional strategies that help participating teachers use the following:
 - 1. Scaffolding strategies that move students from dependence to independence in their learning
 - 2. Diagnostic teaching strategies that combine pre-teaching, teaching and re-teaching; focus on key skills and understanding; and practice
 - 3. Strategies to help students develop vocabulary, understand new concepts and use reference materials
 - 4. Instructional strategies that help students master technical vocabulary needed to comprehend content and procedures in order to participate successfully and safely in career technology settings
 - 5. Strategies to help students advocate for themselves in the learning process by teaching students ways to ask for clarification
 - 6. A variety of verbal and non verbal means to monitor students' comprehension.
- F. Teach participants to evaluate and build on each student's prior knowledge in relation to the instructional standards, including primary language literacy and previous educational experiences.
- G. Teach participants to differentiate instruction by varying:
 - 1. Pace of instruction, to provide the same rigorous content but over an extended period, allowing for additional reinforcement of the more difficult concepts

2. The complexity of instruction, in order to focus on the key standards, concepts, and skills
 3. Instructional activities that enhance student engagement.
- H. Teach participants the use of student groupings – homogeneous, heterogeneous, flexible, cooperative – in a planned way as an aid to instruction to meet identified, instructional objectives and student needs.
- I. Teach participants to provide appropriate verbal and nonverbal supports in their instruction.
- J. Teach participants how to increase student interaction with language and process content (e.g., question, discuss, review, rehearse, read, write about and/or represent instructional content, project, interactive journals) in a variety of formats (e.g., individually, in pairs, in groups, or in conferences with the teacher).
- K Model and explain specific reading and writing strategies that assist English Learners in reading, comprehending and learning from content area materials, and in writing in English for a variety of audiences and purposes.
- L. Provide opportunities for participating teachers to learn and practice effective use of instructional materials (e. g., supplemental materials, visual aids, technology and realia) based on student language levels and instructional language demand.
- M. Teach participants lesson design that incorporates language domains (listening, speaking, reading and writing), language proficiency levels and the content standards.

II. Participant Competence

- A. Participating teachers shall demonstrate an understanding of how to develop, implement and assess a program of planned, systematic instruction for English Learners in the content of their teaching assignment with the use of SDAIE strategies and appropriate classroom organization, including working with paraprofessionals and others for language support.
- B. Participating teachers shall demonstrate the ability to understand, select, modify and use appropriate instructional strategies in the content area(s) of their teaching assignment to scaffold English Learners ability to comprehend content. These include strategies modeled and taught during the program such as:
1. Scaffolding
 2. Diagnostic teaching
 3. Study strategies
 4. Differentiating instruction
 5. Use of flexible groupings
 6. Specifically tailored use of verbal and non-verbal supports
 7. Providing a variety of learning opportunities for students to interact with language and to process content
 8. Using a variety of means to check for student comprehension and mastery of concepts being taught.

- C. Participating teachers shall demonstrate the ability to understand, select, modify and use a variety of literacy and instructional strategies that scaffold English Learners ability to use oral discussion, reading and writing for learning from a variety of materials.
- D. Participating teachers will demonstrate their ability to design and implement lessons that incorporate the four domains of language (listening, speaking, reading and writing), student language proficiency levels and content standards.

Guideline 6: Capacity to Offer a Staff Development Program

Introduction

The purpose of this guideline is to inform and ensure that sponsoring agencies have eligibility and the financial and personnel capacity to offer a quality staff development program.

Guideline

To be eligible to apply and be approved by the Commission to provide staff development leading to a certificate of completion to teach English learners, a sponsoring agency must be an educational agency, institution of higher education or professional organization pursuant to Education Code Section 44253.10. Each sponsoring agency must designate a team of individuals in its document submission (a “team” may consist of one or more individuals, so long as requirements “B” and “C” below are met). Each sponsoring agency must demonstrate that it will do the following:

- A. Provide sufficient resources to deliver the staff development program(s) that it offers to participating teachers.
- B. Assign responsibility for planning, consultation, instruction and instructional assistance (including team teaching) in the staff development program to individuals or a team of individuals who possess the minimum following qualifications:
 - 1. A valid California teaching credential with a state-issued authorization to provide ELD and SDAIE instruction
 - 2. At least forty-five hours of additional training in the instruction of English learners and/or Career Technical Education
 - 3. Knowledge of research-based theories and methods of teaching English learners and in the use of the English Language Development Standards, Adult Learning Theory, Secondary Education, Career Technical Education as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as an instructor
 - 4. At least three years of classroom teaching experience with linguistically and culturally diverse students in SDAIE and/or ELD
 - 5. Training and experience in peer coaching techniques,
 - 6. Completion of training for staff developers
 - 7. Training about and documented experience in providing staff development.
- C. Assign responsibility for the training of staff developers to an individual or a team of individuals who have the following qualifications:
 - 1. Training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for ELD and SDAIE, or a clearly related field
 - 2. At least forty-five hours of documented, successful experience preparing teachers to use ELD and SDAIE with English learners, including evidence that the participating teachers assessed the preparation favorably
 - 3. At least three years of documented, successful teaching experience with English learners at the K-12 level

4. Knowledge of the field of language minority student education and teacher preparation as demonstrated by professional activities, including but not limited to conference, workshop, course and staff development presentations, and professional publications
5. Knowledge of current research-based theories and methods of teaching of English learners and in the use of the English Language Development Standards, Adult Learning Theory, Secondary Education, Career Technical Education and Special Education as reflected in professional participation in courses and/or conferences
6. At least ten hours of training and experience in peer coaching techniques
7. Teaching experience in a secondary classroom setting.

Guideline 7: Administration of Teacher Eligibility, Recommendations and Authorizations for Certificates of Completion of Staff Development

Introduction

The purposes of this guideline are 1) to inform and ensure that each sponsoring agency understands and implements the eligibility requirements for teacher participation in Commission-approved staff development programs, maintains adequate program records, and recommends for Certificates of Completion of Staff Development only those eligible teachers who have successfully completed an approved program 2) to ensure that sponsoring agencies understand what Certificates of Completion do and do not authorize teachers to teach.

Guideline

Each sponsoring agency shall do the following:

- A. Establish procedures to ensure that a teacher is eligible to participate in an approved staff development training program before being admitted or assigned to a program. The eligibility requirements are as follows: a teacher with a valid or current Designated Subjects Teaching Credential or a Service Credential with a Special Class Authorization.
- B. Maintain accurate records of attendance, completion, and type of training received by each participant recommended to the Commission for a Certificate of Completion.
- C. Ensure that recommendations to the Commission for a Certificate of Completion are made only for those teachers who have met eligibility requirements to participate in the staff development training and who have successfully completed an approved program of staff development that adheres to content, competencies and other requirements set forth in Guidelines 1 through 6.
- D. Make provisions for any teacher completing staff development pursuant to this section to earn up to three semester units or four quarter units (or its equivalent) for meeting requirements set forth in Section 44253.11(i).

Appendix B

Members of the SB 1292 Panel 2006-2007

Estella M. Acosta	Orange County Office of Education
Yvonne Garcia	Los Angeles County Office of Education
Johanna Hofmeister	San Bernardino County Superintendent of Schools
Claudia Lockwood	San Joaquin County Office of Education
Socorro Shiels	Grant Joint Union School District
Sue Stickel	Sacramento County Office of Education
Kent Taylor	Rialto Unified School District
Kim Uebelhardt	Ventura County Office of Education
Susan Yamate	San Diego County Office of Education

*Commission Staff to Support the SB 1292 Guidelines Panel:
Jo Birdsell, Consultant, Professional Services Division
Nick Pearce, Analyst, Professional Services Division*